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ABSTRACT

In order to ascertain students' preferences for the number of times a class should meet each week, 375 questionnaires administered to students during the 1989 summer session at Cuyahoga Community College, Western Campus (Ohio) were evaluated. Results indicated that 49% of respondents preferred classes meeting twice each week, and 29% preferred classes meeting three times per week. The most popular times for classes were 6 to 8 p.m. on weekdays, 10 to noon on weekdays, 8 to 10 p.m. on weekdays, and 8 to 10 a.m. on weekdays. Groups who preferred classes meeting two times per week included: males, females, and parttime students. Other factors, such as marital status, number of credit hours completed, and commuting distance from college, were also evaluated. A copy of the survey questionnaire and eight references are included. (JDD)

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Class Scheduling Preferences

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Abstract

In order to ascertain students' preferences for the number of times a class should meet each week, the investigators administered a questionnaire to 6,300 students during the 1989 summer session at Cuyahoga Community College, Western Campus. However, only a sample of 375 questionnaires was used due to administrative problems. The chi square test was used to determine significance between preference for number of class meetings and variables such as age, sex, marital status, etc. Results of the study indicated that most students (49 percent) preferred classes meeting twice each week. However, other students (29 percent)--Asians, day students, students who did not drive to campus, unemployed students, parttime workers, and fulltime students--preferred classes meeting three times per week. The most popular times for classes were 6 to 8 PM on weekdays, 10 to noon on weekdays, 8 to 10 PM on weekdays, and 8 to 10 AM on weekdays. The study concluded that most day classes should be offered three times per week, but evening classes should be offered only twice each week.

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Student Scheduling Preferences

The Problem

Background

The study was conducted at the suggestion of Ronald Sobel, Provost/Vice President of the Western Campus, Cuyahoga Community College, to determine student perceptions of the scheduling process, to determine student preferences for certain class days and times, and to determine if there were any significant correlations between different student groups and their schedule preferences.

Each term at Cuyahoga Community College's Western campus, class times and days are usually rolled over from the same term the previous year. Of course, there are adjustments based on circumstances, but the usual procedure is to repeat most class days and times. Classes which do not make are dropped, and new classes are added. Nevertheless, the class schedule for each new term is based upon what worked the the same term during the previous year.

Purpose of the Study

The purpose of this study was to identify students' preferences for various class times and days. This information is useful in scheduling classes to meet students' needs.

Assumptions

It was assumed that the 375 students who were selected for the study were representative of the summer school population at the Western campus during the summer 1989 term.

It was assumed that the selection of students was a random process.

Statement of the Null Hypotheses

Null Hypotheses

1Ho: There is no significant correlation between a student's sex and his preference for the number of times each week a class meets.

2Ho: There is no significant correlation between a student's full- or parttime status and his preference for the number of times a class meets each week.

3Ho: There is no significant correlation between a student's full-, parttime, or non-employment status and his preference for the number of times a class meets each week.

4Ho: There is no significant correlation between a student's marital status and his preference for the number of times a class meets each week.

5Ho: There is no significant correlation between a student's preference for the number of times a class meets each week and a student's method of transportation to campus.

6Ho: There is no significant correlation between a student's preference for the number of times a class meets each week and the student's age.

7Ho: There is no significant correlation between a student's preference for the number of times a class meets each week and when the student attends classes.

8Ho: There is no significant correlation between a student's preference for the number of times a class meets each week and the student's place of birth.

9Ho: There is no significant correlation between a student's preference for the number of times a class meets each week and the student's GPA.

10Ho: There is no significant correlation between a student's preference for the number of times a class meets each week and the student's travel time.

11Ho: There is no significant correlation between a student's preference for the number of times a class meets each week and the student's travel distance.

12Ho: There is no significant correlation between a student's preference for the number of times a class meets each week and whether or not a student has completed 20 or more quarter hours.

13Ho: There is no significant correlation between a student's preference for the number of times a class meets each week and the student's ethnic background.

14Ho: There is no significant correlation between a student's preference for the number of times a class meets each week and the student's purpose in attending college.

The Study

Definition of Terms

Fulltime student. A student carrying 12 or more quarter hours during the summer term is a fulltime student.

Parttime student. A student carrying fewer than 12 quarter hours during the summer term is a parttime student.

GPA. A student's GPA (grade point average) was self-reported.

Purpose for attending college. Students selected one of five possible choices as a major incentive for attending college.

Scope and Delimitations of the Study

This study was limited to a summer school population, and the results may not be applicable to students taking classes during the regular school year.

Review of Related Literature

Prior studies have shown that class scheduling can be used as a marketing/management tool that affects student enrollment. Noonan (1977) and Barbetta (1978) at Moraine Valley Community College studied registering students and found that students desired more evening classes and additional sections for classes which were in demand.

South Oklahoma City Junior College (1978) conducted a needs assessment survey of residents in the college's draw area and found that Tuesday and Wednesday were the most popular days to attend classes and early afternoon and evening were the most popular times. Classes with the most interest included art, music, business, and leisure activities.

Lakeland Community College in a study of the non-returning student (1979) by Donsky found that convenience of class scheduling was a major factor in the decision not to return to college.

Tidewater Community College utilized student questionnaires in a (1981) study by Gresty and found that students were unable to schedule all of the courses that they desired. Approximately 450 FTE were lost due to scheduling difficulties per term. Female and black students were restricted by transportation problems.

A study by Freidman (1979) conducted at Fontbonne College investigated the scheduling preferences of full and part-time students. Part-time students preferred evening and weekend classes with an emphasis on longer class periods meeting fewer times per week. Traditional students expressed preference for the class frequency of two or three meetings per week and the traditional time slots. This suggests two distinct student populations with greatly varied preferences.

A study of student scheduling preferences at Cuyahoga Community College conducted by Smith (1988) found that the majority of students surveyed selected classes on the basis of degree fulfillment requirements. Time and day of class meeting became a priority when students choose elective classes--courses not specifically required for the awarding of a degree.

Johnson County Community College conducted a recent study of student preferences in the area of course selection done by Conklin (1987) and found that scheduling decisions were not influenced by the method of registration itself. Academic requirements were the most important factors in overall course selection; transfer requirements from a four year institution were the single most important factor; however, decisions to enroll in a particular section of a course were most influenced by the class meeting time, both time of day and day(s) of the week. Low grades, scheduling conflicts, difficulty of subject material, and dislike of the instructor were primary reasons for dropping classes.

Description of Survey/Methodology

The survey consisted of 26 questions dealing with students' preferences for certain class time periods and days of the week. During the end of the fifth week of the summer 1989 term, 6,300 surveys were distributed to students enrolled in the five and one-half and the eight week summer terms. A number of surveys were distributed too late to be administered. Students who had taken the survey in one class, in theory, did not respond a second time. Several instructors declined to participate in the project. Over 4,000 usable surveys were returned. Because the surveys did not lend themselves to detailed statistical analysis on the Scan-tron equipment, it was necessary to enter statistical data into the computer on an individual item by item basis. To achieve a 95 percent confidence level, 363 surveys were required. Therefore, 375 surveys were selected on a random basis. Use of the other surveys has not been precluded for use in follow-up studies.

Because of several problems with the first version of the student survey, the survey was revised after two-thirds of the first form of the survey had been administered. For purposes of this study, only the results of the first survey were reported. Results of the second survey will be the topic of another paper. The first version of the study was administered to a cross section of the college population; preliminary analysis of the results of the of the second set of surveys suggests that the results of this paper would not have been different with the inclusion of the second study's results.

The results were analyzed on the Business MyStat Statistical package. The chi-square statistical technique was used for data analysis.

Research Design

There were 26 variables, such as sex, marital status, age, travel distance, and so on which were correlated to students' preferences for certain days and times for classes.

Selection of Subjects

Students were enrolled at the Western Campus for either a five and one-half week term or an eight week term. There was no effort to account for differences in the two terms.

Table 1 illustrates student demographics.

Findings

An analysis of the data revealed the following information on the student population.

Table 1
Student Demographics

	N	%
Sex		
Male	145	39
Female	230	61
Student Status		
Fulltime	132	35
Parttime	243	65
Employment		
Not Working	79	21
Parttime	55	15
Fulltime	241	64
Marital Status		
Married	133	35
Single	207	55
Divorced	32	9
Widowed	3	1
Transportation to CCC West		
Automobile	356	95
Walk	9	2
Public Trans.	10	3
Age		
17-21	124	33
22-25	73	19
26-35	112	30
36-99	66	18
Time Period When Most Classes Are Taken		
Day	196	52
Evening	163	43
Weekend	16	5
Place of Birth		
U.S.A.	358	95
Foreign Born	17	5

Grade Point Average		
Above 2.5	322	86
Below 2.5	53	14
Preference for Number of Class Meetings Per Week		
Four	34	9
Three	107	29
Two	185	49
One	49	13
Travel Time to CCC West		
30 minutes or more	319	85
Less than 30 minutes	56	15
Distance to CCC West		
20 or fewer miles	325	87
More than 20 miles	50	13
Quarter hours completed		
Fewer than 20	249	66
20 or more	126	34
Ethnic background		
American Indian	1	4
Afro-American	10	2
Asia or Pacific	10	3
White	330	88
Hispanic	10	3
Purpose in attending CCC West		
Transfer credit	159	43
Associate Degree	143	38
Vocational	16	4
Learn Skill	39	10
Other	18	5

Table 2 presents students' preferences for certain class times.

Table 2
Mean Preference for Class Periods

	(high = 5; low = 1)	Rank Order (high to low)	
(weekdays)			
8-10AM	3.152	6-8PM	(weekdays)
10-Noon	3.602	10-Noon	(weekdays)
Noon-2PM	3.010	8-10PM	(weekdays)
2-4PM	2.536	8-10AM	(weekdays)
4-6PM	2.373	8-Noon	(Saturday)
6-8PM	4.146	Noon-2PM	(weekdays)
8-10PM	3.490	2-4PM	(weekdays)
(Saturday)		4-6PM	(weekdays)
8-Noon	3.114	Noon-5PM	(Saturday)
Noon-5PM	2.256	Noon-5PM	(Sunday)
(Sunday)			
Noon-5PM	1.714		

As one might suppose, the most popular classes were late morning and early evening classes.

The chi-square test was used to test the following null hypotheses. The results are presented in Table 3.

Table 3
Correlation of Times Per Week with Certain Variables

	Value	DF	Prob.	Sig.
Sex*	13.116	3	.004	yes
Status*	27.128	3	.000	yes
Work*	25.439	6	.000	yes
Marital*	20.149	9	.017	yes
Trans.	12.753	6	.047	yes
Age*	37.459	9	.000	yes
Attend*	78.613	6	.000	yes
Birth	3.700	3	.296	no
Best Day*	167.828	12	.000	yes
Time	3.369	3	.338	no
Distance	.736	3	.865	no
Hours Com.	2.181	3	.536	no
Ethnic*	27.150	12	.007	yes
Purpose	14.472	12	.272	no
GPA	4.031	3	.258	no

* Indicates further analysis

1Ho: There is no significant correlation between a student's sex and his preference for the number of times each week a class meets.

As shown in Table 3, the correlation of Sex and Times per Week is 13.12 which is significant at .004. The hypothesis was rejected. Further analysis of the data (Table 4) revealed that 52 percent of the females and 45 percent of the males (49 percent of the total group) preferred classes meeting twice each week. The second most popular option was classes meeting three times per week (29 percent of the group). The next option--classes meeting one time per week was preferred by 13 percent; only nine percent wanted classes meeting four times each week.

Table 4
Frequencies: Preferred # Classes per Week and Students' Sex

	1/wk	%	2/wk	%	3/wk	%	4/wk	%	Total
Males	11	8	65	45	54	37	15	10	145/39
Females	38	17	120	52	53	23	19	8	230/61
Total	49	13	185	49	107	29	34	9	375/100

2Ho There is no significant correlation between a student's full- or parttime status and his preference for the number of times a class meets each week.

The correlation between academic status and preference for class meetings was 27.13 (significant at .000), and the hypothesis was rejected. Further analysis provided some interesting insight into the preferences of full- and parttime students. Almost half (44 percent) of the fulltime students preferred classes that met three times per week; over half of the parttime students (56 percent) favored classes that met for two times per week (see Table 5).

Table 5
Frequencies: Preferred # Classes per Week and Students' Status

	1/wk	%	2/wk	%	3/wk	%	4/wk	%	Total
Fulltime	11	8	49	37	58	44	14	11	132/35
Parttime	38	16	136	56	49	20	20	8	243/65
Total	49	13	185	49	107	29	34	9	375/100

The table notes that fulltime students prefer classes meeting three times per week; however, parttime students prefer classes meeting twice each week.

3Ho There is no significant correlation between student's full-, parttime, or non-employment status and his preference for the number of times a class meets each week.

As seen in Table 3, the chi-square value was 25.44--significant at .000, and the hypothesis was rejected. Further analysis (Table 6) revealed that 56 percent of the students who worked over 20 hours per week preferred classes meeting two times per week. Forty percent of the students working under 20 hours each week preferred classes meeting three times each week. Unemployed students had no strong preference for classes meeting two (43 percent)or three times (42 percent).

Table 6
Frequencies: Preferred # Classes per Week and Hours Worked

	1/wk	%	2/wk	%	3/wk	%	4/wk	%	Total
Over 20	37	15	134	56	52	22	18	7	241/64
20 or fewer	7	13	17	31	22	40	9	16	55/15
Unemployed	5	6	34	43	33	42	7	9	79/21
Total	49	13	185	49	107	29	34	9	375/100

People who work over twenty hours per week prefer classes meeting twice, but students who work fewer than 20 hours per week prefer classes meeting three times per week. Unemployed workers were split between classes meeting twice and classes meeting three times per week.

4Ho There is no significant correlation between a student's marital status and his preference for the number of times a class meets each week.

The correlation was 20.15, and the probability was .017; the hypothesis was rejected.

Table 8 revealed some interesting data: for married, single, and divorced/widowed students, the most popular combination of classes was twice each week (49 percent).

Table 7
Frequencies: Preferred # Classes per Week and Marital Status

	1/wk	%	2/wk	%	3/wk	%	4/wk	%	Total
Married	22	17	65	49	30	23	16	12	133/35
Single	18	9	101	49	72	35	16	8	207/55
Div/Widow	9	26	19	54	5	14	2	6	35/10
Total	49	13	185	49	107	28	34	9	375/100

WARNING: More than one-fifth of fitted cells are sparse (frequency <5). Significance tests are suspect.

5Ho There is no significant correlation between a student's preference for the number of times a class meets each week and a student's method of transportation to campus.

As seen in Table 3, the correlation was 12.76, and the probability was .047, so the hypothesis was rejected.

Table 8
Frequencies: Transportation by number of Times per Week Classes Meet

	1/wk	%	2/wk	%	3/wk	%	4/wk	%	Total
Auto	49	14	179	50	98	28	30	8	356/95
Walk	0	0	2	22	4	44	3	33	9/2
Public Trans.	0	0	4	40	5	50	1	10	10/3
Total	49	3	185	49	107	29	34	9	375/100

WARNING: More than one-fifth of fitted cells are sparse (frequency <5). Significance tests are suspect.

Table 7 indicates that 50 percent of all people who drive prefer two classes per week. However, students who walk (44 percent) or use public transportation (50 percent) prefer classes which meet three times per week.

6Ho There is no significant correlation between a student's preference for the number of times a class meets each week and a student's age.

Table 3 demonstrates that the value for age and class preference is 37.46, and the correlation is significant at .000; therefore, the hypothesis was rejected. Table 8 shows that the most popular combination was twice each week (49 percent). The twice each week combination was the most popular pattern for each age group: 17-21, 22-25, 26-35, 36+.

Table 9
Frequencies: Age by number of Times per Week Classes Meet

	1/wk	%	2/wk		3/wk	%	4/wk	%	Total
17-21	8	6	51	41	49	40	16	13	124/33
22-25	7	10	32	44	27	37	7	10	73/19
26-35	26	23	60	54	19	17	7	6	112/30
36 and above	8	12	42	64	12	18	4	6	66/18
Total	49	13	185	49	107	29	34	9	375/100

The preference for classes meeting twice each week increases with age. In each of the four age groups, the preference was for classes meeting two times per week--49 percent of the student wanted classes meeting twice per week. The older students had a greater preference for classes meeting twice per week than did the younger students.

7Ho There is no significant correlation between a student's preference for the number of times a class meets each week and when the student attends classes.

As seen in Table 3, the value was 78.61--the probability was .000, and the hypothesis was rejected.

Further analysis--Table 9--shows that 49 percent of the students prefer classes meeting two times each week. Evening students' preference for twice per week classes was 63 percent, day students' preference was 43 percent for classes meeting three times per week and 38 percent for classes meeting twice per week. Weekend students' preference was 50 percent for classes meeting twice per week.

Table 10
Frequencies: Times Per Week by Day, Evening, & Weekend Students

	1/wk	%	2/wk	%	3/wk	%	4/wk	%	Total
Day	9	5	75	38	84	43	28	14	196/52
Evening	34	21	102	63	22	13	5	3	163/43
Week End	6	38	8	50	1	6	1	6	16/43
Total	49	13	185	49	107	29	34	9	375/100

WARNING: More than one-fifth of fitted cells are sparse (frequency <5). Significance tests are suspect.

More day students (43 percent) preferred classes meeting three times per week than twice per week (38 percent). However, 63 percent of the evening students preferred classes meeting twice per week. Only 21 percent of the evening students wanted classes meeting one time per week. Students taking classes during the weekend preferred classes meeting twice each week.

8Ho There is no significant correlation between a student's preference for the number of times a class meets each week and the student's place of birth.

The correlation was 3.7 (significant at .296), and the hypothesis was accepted.

Table 11
Frequencies: Nativity by number of Times per Week Classes Meet

	1/wk	%	2/wk	%	3/wk	%	4/wk	%	Total
United States	48	13	179	50	99	28	32	9	358/95
Foreign	1	6	6	35	8	57	2	12	17/5
Total	49	13	185	49	107	29	34	9	375/100

WARNING: More than one-fifth of fitted cells are sparse (frequency <5). Significance tests are suspect.

Half of all native speakers (50 percent) preferred classes meeting twice per week. However, 57 percent of all foreign born speakers wanted classes meeting twice per week.

9Ho There is no significant correlation between a student's preference for the number of times a class meets each week and the student's GPA.

The correlation was 4.03 (significant at .258), and the hypothesis was accepted.

Table 12
Frequencies: GPA by number of Times per Week Classes Meet

	1/wk	%	2/wk	%	3/wk	%	4/wk	%	Total
Above 2.5	46	14	159	49	90	28	27	8	322/86
Below 2.5	3	6	26	49	17	32	7	13	53/14
Total	49	13	185	49	107	29	34	9	75/100

The table shows that 49 percent of all students with GPA's above and below both prefer classes meeting three times per week.

10Ho There is no significant correlation between a student's preference for the number of times a class meets each week and the student's the student's travel time.

Since the value was 3.369 and the probability was .338, the hypothesis was accepted.

Table 13
Frequencies: Travel Time by number of Times per Week Classes Meet

	1/wk	%	2/wk	%	3/wk	%	4/wk	%	Total
Under 30 mins.	41	13	153	48	93	29	32	10	319/85
Over 30 mins.	8	14	32	57	14	25	2	1	56/15
Total	49	13	185	49	107	29	34	9	375/100

According to Table 12, students prefer classes meeting two times per week whether they travel fewer than 30 minutes (48 percent) or more than 30 minutes (57 percent) to class.

11Ho There is no significant correlation between a student's preference for the number of times a class meets each week and the student's the student's travel distance.

Because the correlation was .736 and the significance was weak--.865, the hypothesis was accepted.

Table 14
Frequencies: Travel Distance by number of Times per Week Classes Meet

	1/wk	%	2/wk	%	3/wk	%	4/wk	%	Total
Under 20 miles	44	14	160	49	91	28	30	9	325/87
Over 20 miles	5	10	25	50	16	32	4	8	50/13
Total	49	14	185	49	107	29	34	9	375/100

According to the information in Table 13, half of all students prefer classes meeting two times per week whether they travel under or over 20 miles to class.

12Ho There is no significant correlation between a student's preference for the number of times a class meets each week and the whether or not a student has completed 20 or more quarter hours.

The correlation of hours completed and preference for number of meetings was weak (2.18); the probability was .54, so the hypothesis was accepted.

Table 15
Frequencies: Hours Completed by number of Times per Week Classes Meet

	1/wk	%	2/wk	%	3/wk	%	4/wk	%	Total
Over 20 hours	36	14	124	50	69	28	20	8	249/66
Under 20 hours	13	10	61	48	38	30	14	11	126/34
Total	49	14	185	49	107	29	34	9	375/100

Table 14 shows that half of all students prefer classes meeting two times per week regardless of the number of hours they have completed.

13Ho There is no significant correlation between a student's preference for the number of times a class meets each week and the student's ethnic background.

The correlation was 27.15, and the probability was .007, and the hypothesis was rejected.

Table 16
Frequencies: Times Per Week by Ethnic Background

	1/wk	%	2/wk	%	3/wk	%	4/wk	%	Total
Native Amer.	2	12	6	35	4	24	5	29	17/5
Afro. Amer.	0	0	5	63	1	13	2	25	8/2
Asian	0	0	2	20	8	80	0	0	10/3
White	46	14	167	51	91	28	26	8	330/88
Hispanic	1	10	5	50	3	30	1	10	10/3
Total	49	13	185	49	107	29	34	9	375/100

WARNING: More than one-fifth of fitted cells are sparse (frequency <5). Significance tests are suspect.

According to the information, Asians prefer to have class three times per week, but the other ethnic groups prefer classes meeting two times per week.

14Ho There is no significant correlation between a student's preference for the number of times a class meets each week and the student's purpose in attending college.

The correlation was 14.47, and the probability was .272, so the hypothesis was accepted.

Table 17
Frequencies: Times Per Week by Purpose

	1/wk	%	2/wk	%	3/wk	%	4/wk	%	Total
Transfer	14	8	79	50	55	34	13	8	159/46
Earn AA degree	27	17	66	46	35	24	15	10	143/38
Training	2	12	9	57	3	19	2	12	16/43
Develop skills	4	10	19	49	14	36	2	5	39/10
Total	49	13	185	49	107	29	34	9	375/100

WARNING: More than one-fifth of fitted cells are sparse (frequency <5). Significance tests are suspect.

Whether students are learning skills, planning to transfer, or working on an AA degree, they prefer classes meeting two times per week.

Summary, Conclusions, Recommendations

Summary

Table 16 summarizes the students' preferences for classes meeting from one to four times per week.

Table 18
Preferences for Number of Class Meetings per Week Classes

	1/wk	%	2/wk	%	3/wk	%	4/wk	%	Total
Sex									
Males	11	8	65	45	54	37	15	10	145/39
Females	38	17	120	52	53	23	19	8	230/61
Status									
Fulltime	11	8	49	37	58	44	14	11	132/35
Parttime	38	16	136	56	49	20	20	8	243/65
Work									
Over 20	37	15	134	56	52	22	18	7	241/64
20 or fewer	7	13	17	31	22	40	9	16	55/15
Unemployed	5	6	34	43	33	42	7	9	79/21
Marital									
Married	22	17	65	49	30	23	16	12	133/35
Single	18	9	101	49	72	35	16	8	207/55
Div/Widow	9	26	19	54	5	14	2	6	35/10
Trans.									
Auto	49	14	179	50	98	28	30	8	356/95
Walk	0	0	2	22	4	44	3	33	9/2
Public Trans.	0	0	4	40	5	50	1	10	10/3
Age									
17-21	8	6	51	41	49	40	16	13	124/33
22-25	7	10	32	44	27	37	7	10	73/19
26-35	26	23	60	54	19	17	7	6	112/30
36 and above	8	12	42	64	12	18	4	6	66/18

Attend									
Day	9	5	75	38	84	43	28	14	196/52
Evening	34	21	102	63	22	13	5	3	163/43
Week End	6	38	8	50	1	6	1	6	16/43
Birth									
USA	48	13	179	50	99	28	32	9	358/95
Foreign	1	6	6	35	8	57	2	12	17/5
Time									
Under 30 min.	41	13	153	48	93	29	32	10	319/85
Over 30 min.	8	14	32	57	14	25	2	1	56/15
Distance									
Under 20 mi.	44	14	160	49	91	28	30	9	325/87
Over 20 mi.	5	10	25	50	16	32	4	8	50/13
Hours Com.									
Over 20 hrs.	36	14	124	50	69	28	20	8	249/66
Under 20 hrs.	13	10	61	48	38	30	14	11	126/34
Ethnic									
Native Amer.	2	12	6	35	4	24	5	29	17/5
Afro. Amer.	0	0	5	63	1	13	2	25	8/2
Asian	0	0	2	20	8	80	0	0	10/3
White	46	14	167	51	91	28	26	8	330/88
Hispanic	1	10	5	50	3	30	1	10	10/3
Purpose									
Transfer	14	8	79	50	55	34	13	8	159/46
Earn AA	27	17	66	46	35	24	15	10	143/38
Training	2	12	9	57	3	19	2	12	16/43
Develop Skill	4	10	19	49	14	36	2	5	39/10
GPA									
Above 2.5	46	14	159	49	90	28	27	8	322/86
Below 2.5	3	6	26	49	17	32	7	13	53/14
Total	49	13	185	49	107	29	34	9	375/100

Conclusions

With the exception of several subgroups, the preference for most subgroup was for classes meeting two times each week.

-Groups who prefer classes meeting one time per week: none

-Groups who prefer classes meeting two times per week: males, females, parttime students, fulltime workers, evening students, married students, single students, divorced and widowed students, students who drive, students aged 22-36+, weekend students, native born, students who spent under or over 30 minutes coming to class, students who commuted under or over 20 miles to class, students who had completed over or under 20 credit hours, native

Americans, blacks, whites, Hispanics, transfer students, students earning AA degrees, students seeking training or developing skills, and students regardless of GPA.

-Groups with no clear preference for classes meeting two or three times per week: students aged 17-21, unemployed workers,

-Groups who prefer classes meeting three times per week: Asians, foreign students, day students, students taking public transportation or walking, parttime workers, fulltime students.

-Groups who prefer classes meeting four times per week: none

Recommendations

Recommendations follow from the conclusions.

First, whether or not the college decides to change from a quarter system to a semester system, most weekday evening classes should be set up to meet twice per week.

Second, for marketing purposes, the college should promote classes meeting three times per week to foreign students, students taking public transportation or walking, unemployed people, parttime workers, and fulltime students. These groups may prefer these classes because they feel they have extra time.

Third, because 38 percent of the day students preferred classes meeting twice per week and 43 percent preferred classes meeting three times per week, About half of all day classes should meet two times per week. Almost half of all day classes should meet three times per week.

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Appendix

Student Questionnaire

Cuyahoga Community College

Western Campus
11000 Pleasant Valley Road
Parma, Ohio 44130-5199
216/987-5125

Office of Campus Provost/Vice President

MEMORANDUM

July 31, 1989

TO: Western Campus Students

FROM: Irving Richards, Assistant Professor, Business Administration

SUBJECT: STUDENT QUESTIONNAIRE

As part of my doctoral work at Kent State University, I am working with Provost Sobel to determine how our class schedules can be improved. We would like to know what factors might influence people to prefer classes taught at certain days or times.

Please do not sign the survey form or put your name on it. The Scan-Tron answer sheet must be completed in pencil.

Please complete and return the forms to your instructor for forwarding to the Office of the Provost by Monday, August 7, 1989.

IR/jm/0237S

Attachment

Cuyahoga Community College is an Affirmative Action/Equal Opportunity Institution

Student Questionnaire

Please answer the following questions as they pertain to the regular school year (September to June).

Mark your answers on the blue Scan-Tron sheet with pencil only.

1. Sex
   A) Male
   B) Female

2. Student Status
   A) Full-time - 12 hours or more
   B) Part-time - 11 hours or less

3. Employed 20 hours per week or more
   A) Employed 20 hours
   B) Employed less than 20 hours per week
   C) Not employed

4. Marital Status
   A) Married
   B) Single
   C) Divorced
   D) Widowed

5. Transportation to CCC West
   A) Automobile
   B) Walk
   C) Public Transportation

6. Age
   A) 17 to 21
   B) 22 to 25
   C) 26 to 35
   D) 36 and above

7 When do you attend classes
   A. Days (before 5 p.m.)
   B. Evenings (after 5 p.m.)
   C. Weekends (Saturday and Sunday)

8. Place of birth
   A. U.S.A.
   B. Foreign born

9. Grade point average
   A) Above 2.5
   B) Below 2.5

10. What is your preference for days of the week regarding class time offerings? (Five indications A through E in rank order.)
   A) Monday and Wednesday
   B) Tuesday and Thursday
   C) Monday-Wednesday-Friday
   D) Saturday and/or Sunday
   E) Any one day of the week

11. What is your preference for class meetings - four times per week, three times per week, two times per week, or one class meeting per week?
   A) Four class meetings per week
   B) Three class meetings per week
   C) Two class meetings per week
   D) One class meeting per week

12. What is your travel time to CCC West?
   A) 30 minutes or less
   B) More than 30 minutes

13. What is your travel distance to CCC West?
   A) 20 miles or less
   B) More than 20 miles

14. How many quarter hours have you completed at CCC West or elsewhere?
   A) 20 quarter hours or more
   B) Less than 20 quarter hours

15.-19.
Please indicate your preference for class periods as listed below. A is your highest choice and E is your least preferred choice (five indications in rank order).

15.	8 a.m. to 10 a.m.	Monday through Friday
16.	10 a.m. to 12 noon	Monday through Friday
17.	12 noon to 2 p.m.	Monday through Friday
18.	2 p.m. to 4 p.m.	Monday through Friday
19.	4 p.m. to 6 p.m.	Monday through Friday

20.-24.

Please indicate your preference for evening/weekend class periods as listed below. A is your highest choice and E your least preferred choice (five indications in rank order).

20.	6 p.m. to 8 p.m.	Monday through Friday
21.	8 p.m. to 10 p.m.	Monday through Friday
22.	8 a.m. to 12 noon	Saturday
23.	12 noon to 5 p.m.	Saturday
24.	12 noon to 5 p.m.	Sunday

25. Ethnic background
   A) American Indian or Alaskan Native
   B) Afro-American
   C) Asian or Pacific Islander
   D) White
   E) Hispanic

26. Purpose in attending CCC West
   A) Obtain credit to transfer to another institution
   B) Earn a CCC Associate Degree
   C) Vocational program or training
   D) Skill development-personal improvement
   E) Other

Please write any comments you care to add below:

Thank you.

Please return to Office of Provost G-204.

7-89/0237S